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AUTHOR Seiquist, John A.
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ABSTRACT

This paper discusses a practicum that developed a pilot program in interpersonal communication, creating a pattern of courses that would instruct students in the use of listening/talking skills for dyadic and small group situations. The paper shows how the need for this program was established and assessed and how a multidisciplinary committee developed the program, which included four core courses in speech, psychology, and counseling and two sets of course options, one in speech and one in management. The program is humanistic, competency based, and designed to provide students with both cognitive and affective learning experiences. Documents that were used in the practicum or that were developed by the committee are appended. (RL)

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DEVELOPING A CERTIFICATE PROGRAM IN INTERPERSONAL COMMUNICATION AT WEST VALLEY COLLEGE

CURRICULUM DEVELOPMENT

by

John A. Seiquist, M.A.

West Valley College

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ABSTRACT

The purpose of this practicum was to develop a pilot Program in Interpersonal Communication. The basic idea was to put together a pattern of currently offered courses which would instruct and train students in the use of listening and talking skills for dyadic and small group situations. The intent of this life-centered and interdisciplinary program was to enable students to acquire usable skills and move towards skill mastery in interpersonal communication.

The need for this program was established through a recent study conducted at West Valley College (WVC). The needs assessment survey found that three out of four students were interested in learning how to talk/listen more effectively in one-to-one and small group settings. One out of three expressed interest in earning a certificate in interpersonal communication if the college offered one.

A multidisciplinary committee was given the responsibility for developing the program. This committee consisted of representatives from the Speech, Counseling, Psychology, and Business departments. One student also participated. Prior to the meeting, members were contacted, informed of survey results, and invited to create the program. The committee's decisions were arrived at by consensus rather than a formal vote. The resulting program included four core courses. These were to be supplemented by one of the two options, for a program total of eighteen transferable units in Speech, Psychology, Counseling, and Management. This humanistic and competency-based program was designed to provide students with both cognitive and affective learning experiences. After presentations to the departments whose courses were to be utilized, the program was approved by the college Curriculum Committee and by the Board of Trustees.

It was recommended that:

1. this program be used as a core pattern for the emerging Human Services Program at WVC; and

2. a core course in the program, Counseling 23/24, Personal Growth, be added to the college's general education pattern.

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INTRODUCTION

The purpose of this practicum was to develop a pilot program offering a Certificate of Achievement in Interpersonal Communication at West Valley College (WVC), Saratoga, California. The basic idea was quite simple: to put together a pattern of currently offered courses which would instruct and train students in the use of listening and talking skills in dyadic and small-group communication. This was conceived not as an occupational but rather as a liberal arts program. The college would not be warranting the existence of any jobs for those completing the program.

This program was designed to:

1. be multidisciplinary;

2. have a learning orientation which did not exclude the mental health/psychological/medical model but primarily followed the more humanistic and person-centered approach of the growth/communication model (stressing personal growth and the learning of communication skills);

3. enable students to acquire practical skills and move towards skill mastery (excellence in the art of listening and talking in dyads and small groups);

4. avoid measuring or certifying levels of competency on a program level (the individual instructor in any given course was to be solely responsible for student evaluation);

5. include about twently units of transferable courses;

6. partially prepare students for entry-level "people work" (volunteer or paid) or to upgrade the skills of employees already engaged in such work;

7. be open to all interested students;

8. give students access to the program by self-selection rather than a faculty-administered procedure;

9. encourage students to exercise individual initiative in selecting course loads and in pacing their own rate of learning; and

10. enhance students' self-esteem and self-confidence

The certificate was envisioned as a diploma, a document validating that the student had:

1. completed a process of learning;

2. gained a basic understanding of communication theory; and

3. received training in interpersonal communication, that is, specifically in the talking, listening, and interactive skills essential for communicating effectively with other people in one-to-one and small group situations.

The certificate was to be a public recognition of accomplishment in these modes of communication. Hence, it was to be designated a "Certificate of Achievement." The college would not be certifying competency or proficiency -- only the completion of course work.

The need for this program was established through a study conducted at the college by Seiquist (1977). A student survey discovered high interest in learning how to communicate (talk/listen) more effectively in both one-to-one and in small group settings. One out of three students expressed the desire to earn a Certificate of Achievement in Interpersonal Communication if the college offered one. Based on these findings, it was recommended that the certificate program be initiated. A positive response from better than one out of three (thirty-eight percent, with an additional twenty-nine percent being unsure) was judged to be indicative of considerable student interest and need (with additional potential among the undecided). Student response, in fact, was surprisingly high and beyond expectations. If only one out of ten had expressed interest, that proportion would have been deemed sufficient to warrant offering the program. When applied to total enrollment, that ratio would represent over two thousand students. The Dean of Instruction was in agreement with this criterion.

When these findings were presented to the members of the Speech Communication Department, they unanimously endorsed the program and recommended that a multidisciplinary committee (composed of persons from the Speech, Counsel-

ing, Business, Psychology, and Allied Health Departments) be formed and given the responsibility to develop the proposed program. At the same time, they appointed two of their members to serve on this committee. Subsequently, members of the above departments and several students were contacted, informed of survey findings, and invited to participate in the brainstorming and decision-making processess requisite to creating the program. All but two accepted the invitation. Five people actually showed up at the meeting.

After a brief orientation, the committee systematically handled each of the items on the questionnaire (Appendix B) they had received earlier. The small group communicated extremely well together and worked very efficiently. Decisions were reached by consensus rather than by formal voting. The committee completed its work in a single rather extended session. Responsibility for completing some detail work was assigned the author in consultation with another committee member. The eighteen unit program which emerged (see Appendix E) had a core of four courses. These were to be supplemented by one of two six-unit options (one with two Speech courses; the other with three Management courses).

The plan to develop this pilot program was supported by the district Director of Educational Development, the WVC Committee for Institutional Development, and by the President of Mission College (of this district). The Department of Interdisciplinary Studies expressed its willingness to sponsor the program.

BACKGROUND AND SIGNIFICANCE

This practicum proceeds from the context of humanistic psychology and its overflow, gradual yet sure, into the realm of education. Noting that a "revolution is going on in psychology," Jourard (1968:3-4) reports on the "different image of man" emerging as a reaction to the mechanistic and behavioral models. These see man "as an analogue of everything but what he is: a person." He later points out humanistic psychology's central concern with the questions, "What is a human being, and what might man become?"

Jourard responded very relevantly to these questions in an address at Stanford University on November 22, 1974. The occasion was a national conference sponsored by the Association for Humanistic Psychology. Its theme was "Reading, Riting and Reality: Exploring New Foundations for Educational Change." In his presentation entitled "Education: Reality Training or Expanded Reality Experiencing," he issued an invitation to participants to speak their truth and also to listen, hear, and receive the truth of other persons. "More than anything else," he asserted, "man is a speaker and a listener." In the humanistic perspective, man is a being "capable of growth and dialog." Jourard defined the latter as "catching the attention" of the other and "sharing the truth" of oneself and, in turn, giving one's attention to the other and receiving his or her truth. He cautioned that without training people can revert to barbarism. The function of education is to prepare people for being in the world with other human beings and moving towards dialog.

Dialog occurs in the human setting of two persons interacting: the dyad. According to Parks (1974:1), "The dyad, the two-person group, is the most frequent of all social grouping. It is also probably the most important of all social groups." He feels strongly that "the significance of the dyad, both in terms of numerical frequency and importance, can not be overstated."

Just as the dyad is broadly significant in our society, so too is the communication process whereby two persons interact within a dyad. It seems rather obvious, therefore, that people need to become proficient in the process of dyadic communication. This is one of the main objectives of the program described in this practicum.

The other principal objective is for students to understand and gain experience in small group interaction. The basic unit of society, the family, is a group. So too are a small gathering of friends; a task-oriented committee; a staff meeting; a discussion group; or a conversation at the office lounge during coffee break. These are common experiences in the lives of almost everyone.

There are few who cannot enhance their ability to participate effectively in such groups.

A Perceived Need in American Education

There appears to be something missing in American education. What is absent, seemingly on most, if not all, levels, is a curriculum specifically designed to meet the communication needs of students in the area of listening and talking, both in small groups and in one-to-one situations. These interpersonal skills are required in perhaps ninety-five percent of people's contacts with others. Cronkhite (1976:x), for example, asserts that most human communication occurs in the situation he describes as "the informal face-to-face interpersonal encounter." Yet rarely have educators recognized this fact and tailored their curriculum to provide the necessary knowledge and training.

Rogers (1970:2) confirms this overall perception when he credits Kurt Lewin with "the idea that training in human relations skills was an important but overlooked type of education in modern society."

Speaking about the sexual patterns of college students, Macklin (1976: 230-232) notes several attitudinal and behavioral changes and stresses the importance of the underlying relationships between persons and the need for communication skills. Students need "explicit modeling and practice in interpersonal skills," especially those:

> ...so central to a capacity for mature intimacy...like how to listen to and understand another's feelings; how to get in touch with one's own feelings and share them with someone else; and how to deal with the conflicts that are bound to occur in any relationship.

She concludes with her opinion that:

> ...one of the most crucial things we should be doing on our campuses today is preparing more responsible, caring human beings who will be able to interact with others effectively on a day-to-day basis for the rest of their lives.

Cross (1976:19-20) intends to make a contribution in "...the greatly undernourished realm of educating for interpersonal effectiveness." She regards

"our ability to deal with human problems" as "our primary problem as a society." To respond to this problem, she states:

> We need to explore every possibility for educating a cadre of "experts" to work with people through human services careers. Almost no attention has been given to this critical area by higher education, and almost any attempt to utilize present knowledge to deal with the question will make some contribution.

These experts in human services need to be educated by means of a "curriculum for excellence." In addition, and almost as important, there is a need for a "curriculum for adequacy" in interpersonal skills.

Cross' perception (1976:20) is that:

> People are telling us in all kinds of ways that they feel inadequate in their personal lives to relate appropriately to co-workers, family, and friends....The potential for helping all students, New and traditional, to improve interpersonal skills is very great.

"Thus, it is imperative," she says, "that we give conscious attention to both adequacy and excellence in the development of interpersonal skills." (For purposes of definition in this paper, the terms, "interpersonal skills" and "interpersonal communication," consistently refer only to one-to-one and small group situations.)

The March 1977 issue of the Phi Delta Kappan features the back-to-basics movement and provides an interesting study in contrasts. Predictably, a stress on the traditional "3 R's" is a common thread running through articles by Owen and Ranick, by Wellington, and by Brodinsky. There is only the briefest mention of interpersonal communication skills. Brodinsky (1977:523) cites a remark attributed to W. Ross Winterowd: "We do need to get back to basics, but it is essential that we first identify the basics we want to get back to:..."

William Murray has done just that -- at least in part. The newly appointed Superintendent of the Franklin-Mckinley School District in San Jose, California, recently announced his intention to add a fourth "R" to the traditional "3 R's." According to Murray (San Jose Mercury News, June 4, 1977:8C), that fourth "R" is "the ability to engage in interpersonal Relationships." Through innovative

educational processes he hopes to improve students' "ability to develop and sustain positive human relationships."

One purpose of this practicum is to respectfully submit that learning how to listen and talk and interact in small groups and in dyads is an identified basic of education. It is not at all clear, moreover, that we would be getting "back" to this skill. It may, in fact, have never been regarded as a basic before on any broad scale, even though the need for it, in retrospect, appears so obvious. In a word, the back-to-basics movement seems conspicuous by its omission of any definite and unequivocal emphasis on these interpersonal skills as goals of education.

A Humanistic Perspective on the Need

In the United States there is a growing awareness of the importance of setting such educational goals. A central emphasis of humanistic education is becoming increasingly recognized, valued, and implemented. This emphasis, as Weinstein and Fantini (1970:9-10) point out, is the importance of cultivating the affective domain in concert with the cognitive. The latter is concerned with intellectual knowledge, theory, academic information, subject matter, the traditional disciplines. The affective domain attends to emotions, feelings, values, attitudes, and behaviors.

Heubner (1977:577) summarizes a 1975 study he conducted among child development experts regarding such affective or "noncognitive variables." These experts were asked to identify and rank those characteristics or qualities they deemed most significant for the maximal development of children. Huebner reports that self-esteem was the top-ranked characteristic (out of ten). Self-confidence was placed second in importance. Other variables closely related to communication were ranked as follows:

3. Sensitivity to others (ability to sense and accept love, trust, affection, and other feelings).

4. Positive responsiveness to others (learning to love, trust, accept others -- freedom from prejudice toward others)

6. Assumption of responsibility for behaviors (learning to accept credit or blame -- does not blame others for one's faults or failures).

8. Social interaction skills (interpersonal skills, roles in peer groups, relating to people of all ages).

At West Valley College, the Program in Interpersonal Communication was designed to effect such learning. Much of its educational impact occurs within the affective domain. The educational intent was also to achieve an integration between the cognitive and affective realms.

A Challenge

Cross (1976:22-23) wonders, "Who among us today can imagine how the improved practice of human relations might change our world?" She is aware of the related educational need:

> ...there is no full-blown, sophisticated curriculum for helping people develop personal adequacy and career excellence in interpersonal relations. But there are many people who are committed to pushing at the frontiers of knowledge -- through study, through research, and through practice.

She also sees that:

> There is no lack of intellectual challenge in the human relations curriculum. Indeed, one of our problems is that the subject is so complex that it has defied our attempts to study it. But education has not made progress through shrinking from challenge.

Cross' emphasis seems to be on the lack of a fully developed, sophisticated curriculum. She acknowledges that higher education has made a beginning; although, "to date, most of the study of human relations has been 'academic' rather than experiential, 'pure' rather than applied, and 'consultative' rather than involved." The challenge, nevertheless, remains. As in the past, "...there is a call for colleges and universities to become involved with the issues of our times."

Some Responses of American Education

As Cross (1976:20) points out, educators have, in fact, begun to reshape the curriculum. She reports extensively on these beginnings in the area of experiential group work in her concluding chapters, "Learning about People from People," and "Interpersonal Skills."

In American speech education, there appears to be a growing national

trend towards offering more of the emerging interpersonal communication courses in place of the traditional public, or platform, speaking courses. Deethardt (1974:2) speaks of their greater relevance to students. Brooks and Emmert (1976:3) note a new emphasis on "interpersonal communication and human behavior." Giffin and Patton (1971A:ix) suggest the same trend. Patton (Giffin and Patton, 1971B:vi) reports a complete reversal in the former pattern of course offerings occuring over a three year period at the University of Kansas.

At WVC, a survey of 302 students (a cross-sectional sample) conducted by Seiquist (1977) in general established that the interpersonal communication needs seen earlier from the national perspective were also found to exist locally. Survey findings specifically included the following:

1. Three out of four students stated that they were interested in learning how to communicate (talk/listen) more effectively in both one-to-one and in small group situations.

2. Four out of five students said that they would like to gain these skills for their own personal growth.

3. Other highly rated motives were to help them in their work and to prepare for a career.

4. More than one out of three said they would want to earn the proposed certificate.

These results were considered indications of clear need and high interest. Because of this, a recommendation was made that a committee be formed to develop a pilot Program in Interpersonal Communication. This practicum is the implementation of that recommendation. Hopefully, it will be a step in the right direction towards an appropriate curriculum to meet these needs.

Summary

This practicum proceeds from a context of humanistic education and its valuing of the person. In the humanistic view, the person is a being capable of growing and being in dialog.

The review of literature indicated the widespread and more generic need for interpersonal communication and the more specific educational need for learning how to listen and talk in dyads and small groups. A need was also shown for developing a curriculum for adequacy as well as a curriculum for excellence in working with people. Particular needs at WVC were highlighted by the results of a recent student survey. This study recommended that a pilot program be initiated.

The purpose of the present practicum was to develop that program, with a practical emphasis on the acquisition of listening, talking, and interactive skills essential for one-to-one and small group settings. Central to this practicum were the perceptions that:

1. people have unmet needs in these specific areas; and
2. educators have a responsibility to meet these needs.

PROCEDURES

Following the recommendation of the Speech Department, a multidisciplinary committee was formed (including four students) and given the responsibility of developing the program. Prior to the meeting, members were presented with two documents as a means of preparing them for the task at hand:

1. An overview statement (Appendix A) containing the relevant results of the needs assessment survey, the purpose of the meeting, the rationale of the program, and the people supporting it.

2. A comprehensive set of questions (Appendix B), which was drawn up with input from other faculty members. It utilized a systems approach, with planning, implementation, and evaluation phases.

The questionnaire was designed to determine:

1. what courses should constitute the pattern for the program, given the focus on one-to-one and small group communication and the emphasis on acquiring usable skills and moving towards skill mastery;

2. how to achieve an appropriate proportion between academic and experiential, cognitive and affective learning processes;

3. the desirability of building flexibility into the program (e.g., having a set of core courses supplemented by optional combinations);

4. how many total units should be required;

5. what academic standards should be required;

6. whether any allowance should be made for previously acquired competencies; and, if so, how;

7. which department should sponsor and administer the program; and how it should be administered;

8. who should design the certificate (the physical document);

9. how student eligibility for the certificate should be ascertained;

10. when the program should be initiated (assuming approval);

11. how the program should be publicized;

12. what methods of evaluating the program should be employed.

At the beginning of the afternoon meeting (only one proved necessary), a brief orientation was conducted, including a review of the overview statement and the set of questions. The committee was then asked to respond to the set of questions in the order given. A brainstorming approach was utilized and consensus was attained on each of the questions. No formal votes were taken. There was no negative opinion voiced nor minority opposition.

Limitations

Representation on the planning committee (as per the original recommendation of the Speech Department) was limited to members from Speech, Counseling, Psychology, Allied Health, and Business. The Director of the Supervision and Management Program, under the Business Division, was also invited but was unable to attend the meeting. He did, however, strongly support the program and provided considerable input prior to the meeting. He also fully agreed to the use of Supervision and Management courses in the program. He concurred that it could

well serve as a complement to his own certificate program.

Input from the Allied Health Department was not obtained either during the meeting (due to the absence of its representative) or afterwards, despite repeated requests. This was regarded as a shortcoming. Feedback from this source might have proven valuable.

Three out of four students invited did not attend the meeting. Since they were chosen on the basis of their active and long-standing interest in the program, the brainstorming and decision-making processes of the committee were deprived of their valued perspectives.

Assumptions

The college has a course in nonverbal communication. It was excluded from the program partly on the assumption that relevant material would be adequately covered in other courses in the program. This subject is, in fact, included in the content of several of them.

The basic assumption underlying the formation of the multidisiplinary committee was that the representatives from the designated disciplines would collectively have a sufficiently broad and comprehensive perspective to design an appropriate program.

Concerning student competencies upon exiting from the program, it was assumed that, if they met the G.P.A. requirement, they would have attained at least adequacy and would be moving along the continuum towards mastery of interpersonal skills.

RESULTS

After the initial orientation, the committee responded to the questions in order, with the following results.

The first question asked:

> Assuming that: (1) the focus of the program is on one-to-one and small group communication; (2) the emphasis will be on acquiring usable skills and moving towards skill mastery; what WVC courses will achieve an appropriate proportion between academic and experiential learning, between

theory and practice? How will each course contribute to the above rationale of the program?

After possible courses were identified, there followed an extensive brainstorming session, which involved arriving at an affirmative response to the second question, "Is it desirable to build flexibility into the program and allow for student options? If so, how will this be accomplished?" The committee decided on having a set of core courses, which all students would complete, along with one of two options. The pattern emerged as follows (see Appendix C for course descriptions):

Core Courses:

Speech 8, Interpersonal Communication (3 units/3 hours)

Speech 15/Counseling 25, Achieving Dialog (3 units/3 hours)

Psychology 33, Personal and Social Adjustment (3 units/3 hours)

Counseling 23ABCD, Personal Growth (1 unit each/18 hours total)*

Counseling 24 ABCD, Personal Growth (1.5 units each/27 hours total)*

*(Personal Growth, an experiential small group, must be taken for a minimum total of three units, in whatever combination.)

Option I:

Speech 3, Communication Theory (3 units/3 hours)

Speech 4, Small Group Discussion (3 units/3 hours)

Option II:

Management 104, Effective Communication (2 units/2 hours)

Management 105, Interpersonal Effectiveness (2 units/2 hours)

Management 106, Group Dynamics (2 units/2 hours)

Each of the above courses was judged to contribute to the stated rationale of the program, which included both interpersonal and intrapersonal communication (the latter emphasizes self-awareness as a base, or springboard, for communication with others). Moreover, courses were selected out of an explicit concern that students would be given opportunities to learn in ways that would achieve an

appropriate balance between the cognitive and affective dimensions of learning.

There is no recommended sequence in the core courses or under Option I. It is preferable to take Counseling 23/24, Personal Growth, after completing at least two of the other courses in the program. The growth groups serve as learning laboratories and afford the opportunity both to gain new knowledge and also to practice and integrate knowledge and skills acquired in the other courses. Option II appears in the recommended sequence: Management 104, 105, 106.

The Business representative suggested that course outlines be obtained for Interpersonal Communication and for Interpersonal Effectiveness to be sure that there was no undesirable overlap between the two. This was done subsequently, and these are clearly two quite different courses.

At the conclusion of the above process, the answer to the third question became apparent: the total number of units to be required was eighteen.

The fourth question asked, "What academic standards should be required?" The committee decided on a "C" average (2.0).

The fifth question inquired, "Should any allowance be made for previously acquired competencies? If so, how?" The committee responded that the requirement would be to complete the courses designated in the program. Students may challenge those courses which have that option available. Equivalent courses would be accepted from other institutions when certified copies of pertinent transcripts were presented.

In response to the sixth question, the committee chose the Department of Interdisciplinary Studies as the sponsoring department. The program is to be administered by the head of the department, utilizing current staff personnel.

Next, it was decided that the certificate (the physical document) would be designed by the counselor representative (the author) in conjunction with Audio-Visual Production and/or Publications.

The eighth question inquired about the method of ascertaining student eligibility for the certificate. The following procedure was prescribed:

Students will go to the Office of Interdisciplinary Studies; they will fill out a simple application form; and they will present a certified copy of transcript(s).

The committee then decided that the program should be initiated at the beginning of the Fall 1977 semester.

The tenth question concerned itself with how to publicize the new program. Several possibilities were suggested:

1. Tabloid and newspaper articles.

2. Presentations in Introduction (or Orientation) to College courses and in courses participating in the program; also in the Re-entry Program.

3. A statement in the college catalog under the Department of Interdisciplinary Studies.

4. A student handout to be used in the Office of Interdisciplinary Studies and in the Counseling Center.

5. A display table in the Student Center with appropriate audio-visual media.

6. Posters.

The eleventh and final question asked, "What methods of evaluating the program should be employed?" The response was to set up the following plan. When stucents apply for the certificate, they will fill out a questionnaire (Appendix D) which will ask:

1. whether they think the program should be continued;

2. the degree of satisfaction they have experienced from the total program; i.e., the extent to which they have attained their personal goals and objectives;

3. what they gained from the program;

4. whether they have any suggestions for improving the program; and

5. whether they have any additional comments.

At the end of each of the first three years of the pilot program, the counselor representative will tally the number of recipients of the certificate.

At the end of the third year, he will conduct a study to assess student response to the above questionnaire. It is impossible at this point to pretest this questionnaire with students who are completing the program. That time is perhaps three or four semesters away. What will be done is to pretest the instrument with a small number of interested students to be certain that wording is clear and unambiguous. After any necessary revisions, the questionnaire will be assumed to be adequate for providing the requisite data.

This information will be utilized for zero-base piloting, i.e., the program will be discontinued at the end of the three year period unless the following conditions are met:

1. At least twenty-five students have earned the certificate.

2. Over fifty percent of students reporting their opinion state that the program should be continued.

3. Over fifty percent of the Speech Department (full time) agree that the program should continue.

Feedback will also be solicited from the Director of the Supervision and Management Program concerning the program and its continuance. (Three of his courses constitute Option II.)

A summary evaluation report will be presented to the college's Curriculum Committee. If, at the third year point (Fall, 1980), the program meets the criteria for continuance, it will be re-evaluated according to the same (or revised) criteria at the end of the next two year period (Fall, 1982).

Once this last item regarding evaluation was completed, the committee was adjourned. After the meeting, minutes were drawn up (Appendix E) for presentation to the college Curriculum Committee along with the New Program Proposal (See Appendix F).

Before the program went to the Curriculum Committee, presentations were made to the Departments of Speech, Psychology, Counseling, Supervision and Management, and Interdisciplinary Studies. A problem developed in that some members of

the Psychology Department felt the grade point average (G.P.A.) should be higher than the 2.0 established by the committee. A preference for at least a 2.5 (or even higher) was expressed. The Counseling Department, on the other hand, voted almost unanimously that the college's guideline for all certificate programs be followed, namely that the G.P.A. be 2.0, with no grade less than a "C." This view was shared by the Director of the Supervision and Management Program.

This quandry was relayed to the Curriculum Committee members during the initial presentation. They subsequently resolved the problem by voting for a 2.5 G.P.A., with no grade less than a "C."

A second problem arose because some committee members expressed discomfort with calling this a certificate program. Eventually a compromise was reached by deciding that students should receive not a "Certificate" but a "Document of Recognition of Accomplishment in Interpersonal Communication." Once this was settled, the final vote was taken and the motion to approve carried. At the meeting of June 16, 1977, the Board of Trustees unanimously approved the Program in Interpersonal Communication.

Since that time, a tentative statement (Appendix G) has been prepared for inclusion in the 1978-1979 catalog and for use as a student handout. The document to be awarded has also been designed and produced (Appendix H).

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

This Program in Interpersonal Communication was developed as a response to the expressed need and interest of students, as shown by a 1976 needs assessment survey. The idea of the program was to make visible to students a cluster of currently offered courses which would meet their need for learning how to communicate more effectively in one-to-one and small group settings. This has been done. Courses were selected out of an explicit concern that students be given opportunities to learn in ways that achieve an appropriate proportion between the academic and the experiential, as well as the cognitive and the affective,

dimensions of learning.

The program was conceived as an integrated process of learning through which students could gain a basic understanding of communication theory and receive training in listening, talking, and interacting skills. The emphasis was on acquiring practical skills and moving towards skill mastery. The intent was to improve students' interpersonal effectiveness in their everyday life situations, whether at work or at play.

By making such achievement possible, the program may be seen as an attempt at developing the curriculum called for by Cross (1976:20). The program can be viewed as providing the opportunity for students, according to their individual abilities and motivations, to attain "adequacy in interpersonal skills" and progress along a continuum towards "excellence in human relations." This program is only an initial, possibly a simplistic, and undoubtedly a partial, attempt at curriculum development. As Cross (1976:203) has remarked, "We are just beginning our work on the development of human relations skills."

This program appears to meet the requirements of a competency-based instructional program. Roueche, Herrscher, and Baker (1976:5) list several elements of such a program. The first is:

> A competency-based instructional program is designed explicitly to give students the learning experiences that will equip them with the knowledge, skills, and attitudes specified as outcomes by the program designers.

This program was specifically designed to provide students with both cognitive and affective learning experiences that will result in their possessing "knowledge, skills, and attitudes" pertinent to their talking and listening and interacting in dyads and small groups. This requirement of a competency-based program, as Roueche, Herrscher, and Baker define it, is followed by another.

To the extent that individual instructors expect and ask students to demonstrate in class what they have learned as a preparation for use in subsequent courses or in "the world beyond the classroom," the program will meet a second requirement of their definition. The above authors speak of a third

criterion: that courses be "systematically linked together by a family of observable skills." In this case, the "family" is constituted by all those listening, talking, and interacting skills which pertain to dyadic and small group communication. The courses selected for the program were chosen for the specific reason that they taught one or another aspect of this set of skills. Each course has its unique perspective and distinct contribution to make towards the end goal of students' excellence in interpersonal communication.

This feature of the program, the emphasis on moving towards skill mastery, approaches yet another criterion of competency-based instruction: mastery learning. In such a system, students ordinarily are allowed sufficient time to attain high level proficiency. They are not compelled to learn in fixed time periods like semesters or quarters. While this is not currently possible at WVC, students can gain the time they need in three ways:

1. by taking an "Incomplete" grade in any given course (this gives them one full semester more for completing learning objectives);

2. by taking a course load they can comfortably handle in any given semester rather than taking an excessive number of units; and

3. by signing up for additional courses beyond those required in the program (i.e., participating in extra growth groups; or, for example, if they originally chose Option I, they could take courses from Option II).

Thus, time can still be a variable; and achievement, hopefully, a constant.

It should be reiterated at this point that one of the features of the program was to avoid measuring or certifying competencies on a program level. The evaluative function was left to the individual instructor in any given course. This decision was made partly as an administrative expediency and partly to keep the program simple. Moreover, as Cross (1976:203) and Roueche, Herrscher, and Baker (1976:5) suggest, appropriate tools for measurement seem not to be readily available.

The Program in Interpersonal Communication meets a final requirement of

a competency-based program. The communication competencies expected of students upon their exit from the program have been agreed upon in advance by the program designers. Since instructors do the evaluating of students in their respective classes, the program administrator is not responsible for measuring or certifying these competencies. Exiting students will be assumed to have attained at least adequacy in interpersonal communication. Some will be moving towards excellence. Some students, hopefully, will have achieved a high degree of proficiency in their interpersonal effectiveness.

One fairly significant aspect of this program is its economics. The cost of the program, as such, is almost nil. There are no new courses or special faculty. The program will be routinely administered by the Co-ordinator of Interdisciplinary Studies with his present staff personnel. Almost the only additional cost will be that of the document which will be awarded to successful students: approximately eighteen cents apiece!

A recommendation seems in order. It flows from the purpose of the program. Students completing it will hopefully have achieved some degree of mastery of interpersonal communication skills. Because these skills are essential to social service work in its many forms, it would be interesting to explore the possibility of utilizing the program as a core pattern for the emerging Human Services Program at WVC. The courses in the Program in Interpersonal Communication could simply be supplemented by a few other courses and by field work relevant to that major. Students could simultaneously earn the Associate in Arts degree in Human Services and the Document of Recognition of Accomplishment in Interpersonal Communication. This recommendation will be relayed to the Psychology Department, the program's sponsor, and to appropriate administrators.

A further recommendation follows. In this paper, effectiveness in interpersonal skills is seen as an identified basic of education. Hence it seems desirable that courses contributing to this end be included in the college's general education pattern for both graduation and transfer purposes.

Among the core courses of the Interpersonal Communication Program, Psychology 33 and the Speech courses are all counted towards general education. A worthwhile project for the Fall of 1977 would be to consider adding Counseling 23/24, Personal Growth, (the remaining core course) to the Electives, or possibly even the Basic Subjects, category of general education. This recommendation will be presented for consideration to the Counseling Department's Curriculum Committee.

There are a number of educational benefits which will hopefully result from this program. It has the potential of:

1. enabling New Students to achieve adequacy and move towards excellence in the use of interpersonal skills;

2. providing students with an intermediate goal, completing the program, between entering college and earning an associate degree;

3. affording meaningful motivation for learning, inasmuch as completing the program is a reasonably attainable goal and has intrinsic value to many;

4. complementing occupational programs involving work with people, such as Park Management, Human Services, and Community Health Worker;

5. offering currently employed persons the opportunity to pursue a curriculum designed to enable them to gain knowledge and training in interpersonal skills;

6. providing students with one means of meeting a stated goal of the college: "skill acquisition" (WVC Catalog, 1977-1978);

7. contributing towards the goal of "skills improvement" endorsed by the Board of Governors (California Community Colleges' Five Year Plan, 1977-1982:45).

In addition, the program enables students "to kill three birds with one stone." Psychology 33 and all of the Speech courses meet program requirements as well as general education requirements for both transfer and graduation purposes.

A last benefit deserves special mention: enhancing students' self-esteem. This has become a relatively new explicit goal of education. For example,

it was recently incorporated into West Valley College's philosophy of education (WVC Catalog, 1976-1977:1). Assemblyman Vasconcellos (1976:5) reported that a statewide goal-generating process, in addition to the traditional "3 R's," produced "...a new primary goal for public education in California." This goal was self-esteem. Vasconcellos elsewhere (1973:8) defined this term simply as "feeling good about ourselves." Granted that this is a goal, the question becomes: "How do educators attain this goal? What means can be utilized?" If it is true that nobody feels good about being ignorant and that ignorance and/or lack of development in the area of basic skills (such as reading and writing) is particularly contributory to low self-esteem, then it may be hypothesized that this also holds true for those unable to listen and talk effectively in one-to-one and small group situations. The Program in Interpersonal Communication offers students an opportunity to remedy deficiencies in this area and achieve mastery of these basic skills. It also enables them to gain public recognition of their accomplishment. It seems reasonable to assume, therefore, that in the process students' self-esteem would be boosted and enhanced. The personal growth observed in students who have completed individual courses within the program will hopefully occur even more fully and more deeply through involvement in the total program.

But it takes hard work to arrive at skill mastery. Achieving excellence does not come easily. Corbett (1965:33) highlights the human effort required to attain the classical ideal of eloquence in public speaking:

> The road to eloquence is a hard road and a lonely road, and the journey is not for the faint-hearted. But if, as we are told, the ability to use words to communicate thoughts and feelings is man's most distinctively human accomplishment, there can be few satisfactions in life that can match the pride a man feels when he has attained mastery over words.

What Corbett says about the struggle and the legitimate pride of the accomplished orator can also be applied to the graduate of this program who has attained a measure of excellence in the use of interpersonal communication skills. This person can be expected to experience a heightened sense of self-confidence and personal pride.

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APPENDIX A

3/21/77

TO WHOM:

FROM: Jack Seiquist

WHAT: Meeting to brainstorm a proposed Certificate of Achievement in Interpersonal Communication

WHEN: Tuesday, MARCH 29, 1977, at 3:33 p.m.

HOW: WITH REFRESHMENTS! Flowing easily yet businesslike.

WHERE: SPE 4

WHY: I NEED YOUR HELP, BRAINS, EXPERIENCE, SUPPORT!

Overview

My 1976 needs assessment survey of 302 students (a cross-sectional sample from English comp classes) revealed that THREE OUT OF FOUR were interested in learning how to communicate (talk/listen) more effectively in one-to-one and in small group situations. ONE OUT OF THREE said they would want to earn a certificate of achievement in Interpersonal Communication if West Valley College offered one.

We will meet to brainstorm the certificate pilot program. We will hopefully answer the set of questions accompanying this sheet. I anticipate that it will take something over two hours.

The certificate is conceived as a diploma, a document validating that the student has completed a process of learning, has gained a basic understanding of communication theory, and has achieved a relative competency in communication (one-to-one and small-group). What is being proposed is <u>not</u> an occupational certificate. It is a public recognition of accomplishment in communication. Hence it is designated a "Certificate of Achievement." It will be available to all interested students. The emphasis in this program will be on acquiring usable skills and moving towards skill mastery.

The Speech Department is unanimous in its support of this proposal. Warren Sorenson, Gerry Sharp, and the C.I.D. have expressed their support. Mel Tuscher has encouraged this investigation. Pat Bennett is open to the concept. Steve Gilbert has agreed to sponsor this program through his Deparment of Interdisciplianry Studies.

I very much appreciate your willingness to give of your time and expertise.

THANK YOU.

Jack

APPENDIX B

The certificate committee will be asked to respond to the following questions (and will be encouraged to raise any other questions or issues that need to be addressed):

Planning

1) Assuming that: (1) the focus of the program is on one-to-one and small group communication; (2) the emphasis will be on acquiring usable skills and moving towards skill mastery, what WVC courses will achieve an appropriate proportion between academic and experiential learning, between theory and practice? How will each course contribute to the above rationale of the program?

2) Is it desirable to build flexibility into the program and allow for student options? If so, how will this be accomplished?

3) How many total units should be required?

4) What academic standards should be required?

5) Should any allowance be made for previously acquired competencies? If so, how?

Implementation

6) Which department should sponsor and administer the certificate program? How should it be administered?

7) Who will design the certificate (the physical document)?

8) How will student eligibility for the certificate be ascertained?

9) Assuming approval, when should the program be initiated?

10) How will the program be publicized?

Evaluation

11) What methods of evaluating the program should be employed?

APPENDIX C

COURSE DESCRIPTIONS

Speech 8, Interpersonal Communication — Three Units

This course involves practical communication skills used in face-to-face settings whether in an informal gathering or in a formal organization. The course is divided into three modules. The first involves communication skills important in improving interpersonal relationships. The second involves communication skills important in clarifying messages. The third involves communication skills important in formulating and evaluating persuasive messages in an interpersonal context.

Credit/No Credit option

Speech 15/Counseling 25, Achieving Dialog — Three Units

An investigation into the nature of dialog and its essential elements through reading and discussion of pertinent literature. Emphasis will be on developing a wide range of skills which promote one-to-one communication. Repeated opportunities will be given for practice both in and out of class. Dually listed with COUNS 15.

Credit/No Credit option

Psychology 33, Personal and Social Adjustment — Three Units

An introduction to the behavioral factors involved in personal adjustment, mental health, and adaptation to the social environment. Emphasis is placed upon the integration, organization, and potential flexibility of the individual personality structure in a changing social milieu.

Credit/No Credit option

Counseling 23ABCD, Personal Growth* — One Unit
Counseling 24ABCD, Personal Growth* — One and One Half Units

These multi-purpose, flexible courses will assist students in (1) increasing their awareness of themselves and others, (2) identifying their actual strengths and weaknesses and potential for personal growth, (3) enhancing their self-esteem. They are designed to promote students' growth in a variety of ways, to help them function more effectively and fully, and to better deal with problems and decisions confronting them. Various approaches and techniques may be used, including group discussion, Rogerian encounter, Gestalt, Transactional Analysis, Values Clarification, Guided Fantasy, and Effective Parent-Child Communication. Other special interest topics and additional approaches are scheduled upon student request. The course length will be determined by the instructor, commensurate with the desired goals and objectives. Counseling 23 requires 18 hours of participation for 1 unit; Counseling 24 requires 27 hours for 1½ units.

Credit/No Credit option

*Personal Growth groups are to be taken for a total of 3 units.

Speech 3, Communication Theory — Three Units

An introduction to the study of human communication as a behavioral science. Analysis of communication problems and correctives that occur in a variety of social and cultural contexts. Consideration will be given to the major approaches to a theory of communication, and emphasis will be placed on communication events in which students participate or are likely to participate.

Speech 4, Small Group Discussion — Three Units

An introductory course designed to provide students with theoretical and practical insights and experiences into the interaction, information-sharing, and decision-making processes of small groups.

Management 104, Effective Communication — Two Units

Communications theory and techniques are explored in this course to make the individual a more effective communicator by developing verbal, listening, writing, non-verbal, audio-visual, reading and presentation skills.

Management 105, Interpersonal Effectiveness — Two Units

Participants develop a greater interpersonal effectiveness through insight into the causes of effective and ineffective personal interactions, and learn new interactive skills. Applicable to all whose jobs and lives require successful interaction with others.

Management 106, Group Dynamics — Two Units

Participants develop skills required to work successfully in groups by increasing awareness of how groups function and the individual's role as a group member.

APPENDIX D

PROGRAM EVALUATION QUESTIONNAIRE

Hello!

Congratulations on completing the Interpersonal Communication Program!

We would very much appreciate your honest feedback about the program. It will just take a few minutes of your time, and your comments can help us to improve the program. You can remain anonymous, if you prefer.

As you answer each question, please feel free to write in any remarks you may have. You may also use the back side of this sheet. THANK YOU!!

1) In your opinion, do you think the program should be continued?

   Please check one: YES ____ NO ____

2) When you began the program, you had some personal goals and objectives you wanted to attain. All in all, how satisfied are you now with the program?

   Please check one:
   ____ very dissatisfied
   ____ somewhat dissatisfied
   ____ so-so/neutral
   ____ reasonably satisfied
   ____ very satisfied

3) What did you get/gain/learn from the program? How did the program benefit you?

4) Do you have any suggestions for improving the program?

5) Do you have any further comments?

THANKS FOR RESPONDING!!!

APPENDIX E

WEST VALLEY COLLEGE March 29, 1977

Minutes of the meeting of the faculty and student committee whose task was to brainstorm the proposed pilot program offering the Certificate of Achievement in Interpersonal Communication. The committee was asked to respond to the set of questions found in the Appendix. A brainstorming approach was utilized and consensus was attained on each of the above questions. No formal votes were taken. There was no negative opinion voiced nor minority opposition.

Persons present:

Larry Swenson, Psychology
Tim Hegstrom, Speech
Jo Ann Lawlor, Speech
Barbara Lea, Business
Jack Sciquist, Counseling
Elena Adams, student

Persons unable to attend:

J. David Harris, Sup. & Mgmt.
Diana Mackey, Allied Health
Marty Vandalen, student
Janet Verkuyl, student
Roger Morissey, student

Note: David Harris has served as a consultant to this project since the spring of 1975. Among other reasons, this is significant because three Management courses constitute Option II of the proposed certificate.

The committee received a brief orientation and welcome from Jack Sciquist, and then proceeded to answer the set of questions in the order given.

1) The courses included in the program:

Students will complete core courses and one of two options.

Core courses:

Speech 8, Interpersonal Communication (3 units/3 hours)
Speech 15/Counseling 25, Achieving Dialog (3 units/3 hours)
Psychology 33, Personal and Social Adjustment (3 units/3 hours)
Counseling 23ABCD, Personal Growth (1 unit each/18 hours total)
Counseling 24ABCD, Personal Growth (1.5 units each/27 hours total)

(Personal Growth, a growth group, is to be taken for a total of 3 units.)

Option I:

Speech 3, Communication Theory (3 units/3 hours)
Speech 4, Small Group Discussion (3 units/3 hours)

Option II:

Management 104, Effective Communication (2 units/2 hours)
Management 105, Interpersonal Effectiveness (2 units/2 hours)
Management 106, Group Dynamics (2 units, 2 hours)

Certificate committee minutes (continued, p. 2)

There is no recommended sequence in the core courses or under Option I. It is preferable to take Counseling 23/24, Personal Growth, after completing at least two of the courses in the program. The growth groups serve as learning labs and afford the opportunity to practice and integrate knowledge and skills acquired in the other courses.

Option II appears in the recommended sequence: Mgmt. 104, 105, 106.

(Barbara Lea suggested that Jack obtain course outlines for Interpersonal Communication and for Interpersonal Effectiveness to be sure that there was no undesirable overlap between the two. This was done subsequently, and these are clearly two quite different courses.)

2) It was judged desirable to build flexibility into the program. The above Options I and II are the result.

3) Total units to be required: 18.

4) Academic standards to be required: C average.

5) Allowance to be made for previously acquired competencies: The requirement will be to complete the courses designated in the program. Students may challenge those courses which have that option. Equivalent courses will be accepted from other institutions providing a certified copy of pertinent transcripts is presented.

6) Sponsoring department: Interdisciplinary Studies. The program will be administered by head of the department, Steve Gilbert, utilizing staff personnel.

7) The certificate (the physical document) will be designed by Jack in conjunction with A-V Production and/or Publications.

8) Student eligibility for the certificate will be ascertained by the following procedure: Student will go to the Office of Interdisciplinary Studies, fill out a simple application form, and present a certified copy of transcript(s).

9) Upon approval, the program should be initiated Fall 1977.

10) Possibilities for publicizing the program: (a) tabloid and newspaper articles (b) presentations in Introduction/ Orientation to College courses and in courses participating in the program; also to Re-Entry Program (c) notice in college catalog (d) student handout to be used in Office of Interdisciplinary Studies and Counseling Center (e) table in Student Center with appropriate A-V media (f) posters.

11) Method of evaluation:

When students apply for the certificate, they will fill out a

Certificate committee minutes (continued, p. 3)

questionnaire (see Appendix) which will determine:

1) whether they think the program should be continued;
2) the degree of satisfaction they've experienced from the whole program, i.e., the extent to which they've attained their personal goals and objectives;
3) whether they have any suggestions for improving the program.

At the end of each of the first three years of the pilot program, Jack Seiquist will tally the number of recipients of the certificate. At the end of the third year, he will conduct a study to assess student response to the above questionnaire.

The above will provide the data for zero base piloting, i.e., the program will be discontinued at the end of the three year period unless the following conditions are met:

1) At least twenty-five (25) students have earned the certificate;
2) Over fifty percent (50%) of students reporting their opinion state that the program should be continued;
3) Over fifty percent (50%) of the Speech Communication Department (full time) agree that the program should continue.

Feedback will also be sollicited from the Director of the Supervision and Management Program, J. David Harris, concerning the program and its continuance.

A summary evaluation report will be presented to the College Curriculum Committee. If, at the third year point (Fall 1980), the program meets the criteria for continuance, it will be re-evaluated according to the same or revised criteria at the end of the next two year period (Fall 1982).

Note: Under question #1, the question, How will each course contribute to the above rationale of the program?, was discussed at length and to the satisfaction of all.

West Valley College

NEW PROGRAM PROPOSAL

Office of Education

I. Submitted by (individual) JACK SEIQUIST Date APRIL 1, 1977

II. Program Descriptive Material

A. Program Name CERTIFICATE OF ACHIEVEMENT IN INTERPERSONAL COMMUNICATION

B. For Occupational Programs NOT APPLICABLE (NA)

1. USOE Number _____

2. Major DOT Numbers _____

C. Program goals (mark all applicable items)

____ AA or AS Degree	____ Transfer	____ Special Education (Handicapped)
____ Occ. Employment	XXX Certificate (Units Required 18)	____ Other (explain)
XXX Entry Skill Training	XXX Skill Upgrading	____ License Preparation

D. If program requires approval of licensure board, supply evidence of compliance.
NA

E. Date program will be initiated if approved FALL 1977

III. Objectives of the Program

A. What are the objectives of the proposed program? (Append extra pages as necessary)

SEE ATTACHMENT

B. If program has not appeared in Academic Master Plan, explain reasons for proposing it at this time.

SEE ATTACHMENT

C. Courses Included in Program SEE ATTACHMENT

1. Attach list of all courses in the proposed program, including an expected sequence or learning pattern (such as the recommended course sequence from the catalog). Give title, course number, units and hours per week (lecture and laboratory). Indicate new courses to be included in the program. NONE

2. Attach new course descriptions for new courses. NONE

IV. Establishment of Need SEE ATTACHMENT

How has the college established need for the proposed program? Report on one or more of the following as appropriate. Respond to any many as possible.

A. Report interdistrict attendance agreements, actions and comments of area or regional councils, inter- or intra-district advisory groups, advisory committees, or similar bodies testifying to the need for the program. Attach minutes of appropriate meetings. NA

B. Show summary results of job market analysis, surveys or other evidence of employment possibilities for graduates of the proposed program. NA

C. What are the indications of student interest in the proposed program and how were they determined (particularly appropriate to non-occupational programs)?

D. Describe service to other disciplines which this proposed program will provide.

V. Estimated Enrollment

A. Estimate initial enrollment. What changes in the initial enrollment are anticipated as this program becomes fully operational?
POSSIBLY 20-30. THE PROGRAM WILL BE OPEN TO ALL INTERESTED STUDENTS, WHO WILL BE ASKED TO SIGN UP FOR THE PROGRAM IN THE OFFICE OF INTERDISCIPLINARY STUDIES. THE PROGRAM WILL BE FULLY OPERATIONAL FROM THE OUTSET INASMUCH AS ALL COURSES ARE CURRENTLY BEING OFFERED EACH YEAR.

B. Will this program have a significant effect on existing enrollments? If so, explain.
WHEN APPROPRIATELY PUBLICIZED, THIS PROGRAM WILL PROBABLY TEND TO INCREASE ENROLLMENT IN COURSES CONSTITUTING ITS CURRICULUM.

VI. Articulation

A. What articulation provisions have been made or are in process with other educational institutions?
NONE ARE INTENDED OR NECESSARY. NOT REALLY APPLICABLE INASMUCH AS ALMOST ALL COURSES ARE STANDARD COLLEGE COURSES AND ARE AVAILABLE AT OTHER INSTITUTIONS. ALL ARE TRANSFERABLE.

B. What related programs, if any, already exist at West Valley College?
SUPERVISION AND MANAGEMENT, LEVEL I CERTIFICATE. SEE IV D ABOVE. SEE ATTACHMENT.

C. What programs with similar objectives are offered or are planned at other regional schools and colleges?
NONE TO MY KNOWLEDGE. NONE WERE REVEALED BY AN ERIC SEARCH ON OCTOBER 26, 1976.

VII. Capital Outlay Program

A. Will this proposed program require any additional facility or major equipment outlays (also consider effect on library or learning resource center)?

NO

B. Have these needs been identified in the facility master plan? If so, in what manner?

NA

C. What sources of income will be used to cover the above costs? NA

____ State Bonds

____ Available Local Bond Funds

____ Permissive Tax (Const. Act)

____ State/Local Operations

____ Federal

____ Other (describe)

VIII. Staff

Will additional staff be required for this program to become fully operational? If yes, specify.

NO. INTERESTED STUDENTS WILL SIMPLY ENROLL IN EXISTING COURSES OFFERED BY PARTICIPATING DEPARTMENTS.

IX. Evaluation

What plans does the college have for periodic evaluation of this program; e.g., COPES, SAM, enrollment data, Transfer Student Success Rate, placement-followup?

SEE ATTACHMENT

Approval of Division _____

(Division Chairperson's Signature)

DEPARTMENT CHAIRMAN: STEVE GILBERT

PILOT PROGRAM

CERTIFICATE OF ACHIEVEMENT IN INTERPERSONAL COMMUNICATION

III. A. Objectives of the proposed program

The certificate is conceived as a diploma, a document validating that the student has completed a process of learning, has gained a basic understanding of communication theory, and has achieved a relative competency in communication, specifically talking and listening in one-to-one and small group situations.

What is being proposed is not an occupational certificate. It is a public recognition of accomplishment in communication. Hence, it is designated a "Certificate of Achievement" (rather than proficiency). It will be available to all interested students. The emphasis in this program will be on acquiring usable skills and moving towards skill mastery.

III. B. Reasons for proposing program

A 1976 CID needs assessment survey of 302 students (a cross-sectional sample from English composition classes) revealed that THREE OUT OF FOUR were interested in learning how to communicate (talk/listen) more effectively in one-to-one and in small group situations.

ONE OUT OF THREE said they would want to earn a Certificate of Achievement in Interpersonal Communication if WVC offered one.

Perhaps 20-30 students have contacted me personally and asked when the certificate would be available.

III. C. Courses included in the program

Students will complete core courses and one of two options.

Core courses:

Speech 8, Interpersonal Communication (3units/3 hours)
Speech 15/Counseling 25 Achieving Dialog (3 units/3 hours)
Psychology 33, Personal and Social Adjustment (3units/3 hours)
Counseling 23ABCD, Personal Growth (1 unit each/18 hours total)
Counseling 24ABCD, Personal Growth (1.5 units each/27 hours total)

(Personal Growth is to be taken for a total of 3 units.)

Option I:

Speech 3, Communication Theory (3 units/3 hours)
Speech 4, Small Group Discussion (3 units/3 hours)

Option II:

Management 104, Effective Communication (2 units/2 hours)
Management 105, Interpersonal Effectiveness (2 units/2 hours)
Management 106, Group Dynamics (2units/2 hours)

Interpersonal Communication (p.2)

There is no recommended sequence in the core courses or under Option I. It is preferable to take Counseling 23/24, Personal Growth, after completing at least two of the courses in the program. The growth groups serve as learning labs and afford the opportunity to practice knowledge and skills acquired in the other courses.

Option II appears in the recommended sequence: Mgmt. 104, 105, 106.

There are no new courses to be included in the program.

IV. D.

This proposed program will offer a learning package of knowledge and skills in interpersonal communication which will be a valuable complement to such other programs as Human Services, Social Service Technician, Supervision and Management, Park Management, LVN, etc.

It will also be of value to people who are currently employed and feel the need to improve their communication skills.

IX. Evaluation

When students apply for the certificate, they will fill out a questionnaire (see Appendix) which will determine:

1) whether they think the program should be continued;
2) the degree of satisfaction they've experienced from the whole program, i.e., the extent to which they've attained their personal goals and objectives;
3) whether they have any suggestions for improving the program.

At the end of each of the first three years of the pilot program, Jack Seiquist will tally the number of recipients of the certificate. At the end of the third year, he will conduct a study to assess student response to the above questionnaire.

The above will provide the data for zero base piloting, i.e., the program will be discontinued at the end of the three year period unless the following conditions are met:

1) At least twenty-five (25) students have earned the certificate;
2) Over fifty percent (50%) of students reporting their opinion state that the program should be continued;
3) Over fifty percent (50%) of the Speech Communication Department (full time) agree that the program should be continued;

Feedback will be sollicited from the Director of the Supervision and Management Program (presently J. David Harris) concerning the program and its continuance.

Interpersonal Communication (p.3)

IX. Evaluation (cont.)

If, at the third year point (Fall 1980), the program meets the criteria for continuance, it will be re-evaluated according to the same or revised criteria at the end of the next two year period (Fall 1982).

SUPPORT:

The Speech Department is unanimous in its support of this proposal. Warren Sorenson, Gerry Sharp, and the C.I.D. have expressed their support. Mel Tuscher has encouraged this investigation. Pat Bennett is open to the concept. Steve Gilbert has agreed to sponsor this program through his Department of Interdisciplinary Studies.

Mission College is designed for differentiated staffing and will make extensive use of such paraprofessionals as instructional associates in its learning labs. Similar positions will be filled in Student Personnel Services. These full time positions will require either an associate or bachelor's degree, depending on the job description. People in these jobs will be expected to exercise a high degree of skill in interpersonal communication. Sorenson stated that possessing the Certificate in Interpersonal Communication would be a decided advantage and value to these staff members and would contribute to the overall educational mission of the college.

APPENDIX G

PROGRAM IN INTERPERSONAL COMMUNICATION

Through the Department of Interdisciplinary Studies, West Valley College offers a program in Interpersonal Communication. This life-centered program is designed to enable students to go beyond the level of adequacy and move towards excellence in using the interpersonal skills of talking and listening--both in one-to-one, person-to-person situations and also in small group settings. The emphasis in this program is a practical one: enabling persons to acquire usable skills and move towards skill mastery for their work and play with people.

The eighteen units of course work include:

Core Courses:	Units
Speech 8, Interpersonal Communication	3
Speech 15/Counseling 25, Achieving Dialog	3
Psychology 33, Personal and Social Adjustment	3
Counseling 23ABCD, Personal Growth*	1 each
Counseling 24ABCD, Personal Growth*	1.5 each
Option I:	
Speech 3, Communication Theory	3
Speech 4, Small Group Discussion	3
Option II:	
Management 104, Effective Communication	2
Management 105, Interpersonal Effectiveness	2
Management 106, Group Dynamics	2
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*(Personal Growth groups are to be taken for a total of 3 units.)

There is no recommended sequence in the Core Courses or under Option I. It is preferable to take Counseling 23/24, Personal Growth, after completing at least two other courses in the program. These growth groups provide the opportunity to integrate knowledge and skills acquired in other courses. Option II appears in the recommended sequence: Mgmt. 104, 105, 106.

Please note that this is not an occupational program, although it can serve as a complement to some of these programs.

Upon completion of course work and achieving a g.p.a. of 2.5 (no grade less than a "C"), students will be awarded a document of recognition of accomplishment in interpersonal communication. This document will validate that the student has successfully completed a process of learning, has gained a basic understanding of communication theory, and has received training in interpersonal communication, with a focus on talking and listening in one-to-one and small group situations.

APPENDIX H

WEST VALLEY COLLEGE

IN RECOGNITION OF ACCOMPLISHMENT IN

INTERPERSONAL COMMUNICATION

THIS DOCUMENT HAS BEEN AWARDED TO ACKNOWLEDGE THAT THE ABOVE PERSON HAS SUCCESSFULLY COMPLETED A PROCESS OF LEARNING, HAS GAINED A BASIC UNDERSTANDING OF COMMUNICATION THEORY, AND HAS RECEIVED TRAINING IN THE INTERPERSONAL SKILLS OF TALKING AND LISTENING IN BOTH ONE-TO-ONE AND SMALL GROUP SITUATIONS. THE EIGHTEEN UNITS OF COURSE WORK INCLUDED:

Core Courses:
Interpersonal Communication
Personal and Social Adjustment
Achieving Dialog
Personal Growth Groups

Option I:
Communication Theory
Small Group Discussion

Option II:
Effective Communication
Interpersonal Effectiveness
Group Dynamics

IN PUBLIC RECOGNITION OF THIS SIGNIFICANT ACCOMPLISHMENT IN THE FIELD OF COMMUNICATION, WE OFFER OUR CONGRATULATIONS AND HEREBY AFFIX OUR SIGNATURES.

PROGRAM DIRECTOR _____ DATE _____ PARTICIPATING FACULTY MEMBER _____

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